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PERSONAL SERVICES

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22, 22A, 22B, 22C

FOOD PREPARATION

32A, 32B, 32C, 32D

HEALTH SERVICES



HISTORICAL
COLLECTION

CURRICULUM GUIDE

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Department of Education

Government of Alberta

A C K N O W L E D G M E N T S

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PERSONAL SERVICES

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NOTE: This Curriculum Guide is a service publication only.



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I. INDUSTRIAL EDUCATION

Industrial Education is a program consisting of courses which provide a continuum of experiences, starting with exploratory activities in the junior high school and expanding in the high school to the development of skills related to career fields. This development of the student's skills is planned for through courses in Industrial Arts and Vocational Education culminating in on-the-job work experience, or entry into a job or post-high school institution for further education.

The program consists of courses ranging from those designed for an exploration of the technologies and trade areas to units of practical preparation for a career. In the process, the courses develop the student's knowledge of himself, his talents and his skills.

The Industrial Education course "guides" provide the teacher with an outline of the topics, generalizations and concepts selected as most relevant for the physical and mental development of the students and the logical development of the subject area in accordance with the resources of the school in both teaching personnel and facilities.

The Guide leaves much scope for the teacher to develop content related to the topics, especially in writing behavioral objectives describing specific changes in student behavior anticipated from the learning tasks.

It is expected that each school district will develop a program of Industrial Education appropriate to the fulfilment of the needs of its student clientele.

II. OBJECTIVES

A. Industrial Education Objectives

The general objectives of Industrial Education complement the aims and objectives of the secondary school. The objectives of Industrial Education are to:

1. Develop basic competencies both academically and in work skills in order to enter either a job or a post-high school institution for further education.
2. Provide courses that serve as a vehicle in helping students relate their academic knowledge to vocational competencies.

3. Provide the curriculum content for students to develop fundamental tool and procedural skills which prepare them to enter a family of occupations.
4. Provide the environment whereby students may develop sound attitudes and habits of work.

B. Personal Services Career Field Objectives

The Personal Services courses should give students an opportunity to:

1. Gain an understanding of the Career Field.
2. Promote a concept of personal service and assist the student to develop an individual philosophy of services.
3. Gain knowledge of personal care and good nutrition which will contribute to the individual's well-being and health.
4. Develop the basic skills and knowledge necessary for entry into a job or a post-secondary educational institution.

C. Major Area of Study Objectives

The specific objectives of the major area of study such as Health Services, must be developed by the teacher in harmony with the stated objectives of the Career Field, the Industrial Education program and the Secondary School goals.

III. EVALUATION

Evaluation of student growth should be based on stated behavioral changes and specific criteria understood by the students. Allowance should be made for both self and teacher evaluation and in some cases peer evaluation. Evaluation should further be based on the three domains of learning as defined by an Alberta committee of Industrial Education teachers. Their categories are as follows:

- a. Verbal and Written Communication
- b. Personal Growth
- c. Manipulative Skills

IV. ORGANIZATION

A. Guide Organization

The course Guides are developed on the following pattern:

1. Topic: Each course is subdivided into a number of topics.
2. Generalization: The main generalization or "big" idea that students should learn follows each topic.
3. Concepts: The concepts divide the topic into the teaching components. They give more direction on specific areas that should be studied.
4. Behavioral Objectives: These describe specific changes in student behavior which result from the learning tasks he performs.

The Guide gives only a few sample behavioral objectives.
It is the responsibility of the teacher to develop as many behavioral objectives as he can teach in the time available.

5. Suggested Activities: A few suggestions are made as to the types of activities that could be used to achieve the behavioral objectives.
6. Resource Materials: This column suggests where materials may be obtained.

B. Program Organization

1. Program Description

The Health Services modules give students the opportunity to learn the theory and skills necessary to work in the health care field. As they proceed through the program, they will learn about the careers, job opportunities, business practices and enough skills to get a job, or enhance their vocational interests.

2. Major Organization

The major is divided into 5-credit modules. Entry into the major is through General Technology 10 or Health Services 12. The second and third level modules, 22 and 32, are sequential. Health Services 32A and 32B could be taught concurrently.

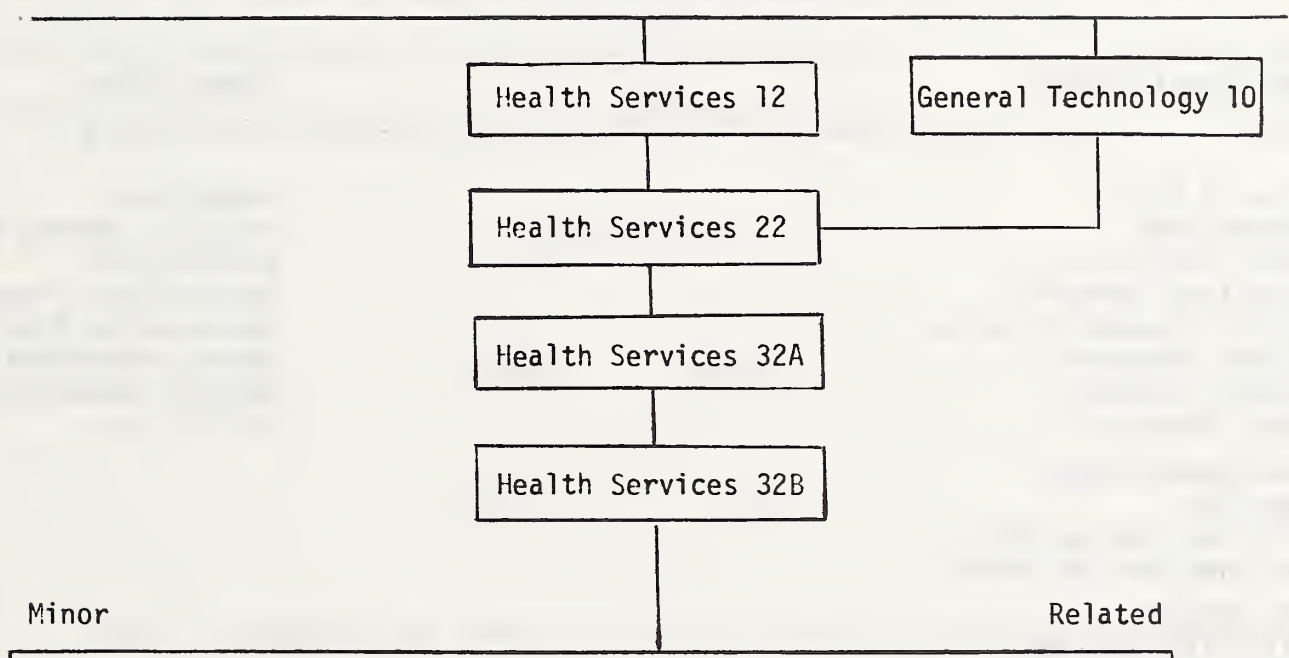
The chart on page 5 gives a graphic description of the Health Services program. Each module is identified and the sequences are indicated by lines.

Once a student has enrolled in the 22 or second level course he/she may also select modules from the minor fields. Minors for which grants are available are listed on the chart. Students may find some of the courses in the listed related fields beneficial to their career program development. They are encouraged to enrol in these even though the related courses are not supported by special grants.

CAREER FIELD

PERSONAL SERVICES

Health Services



Minor

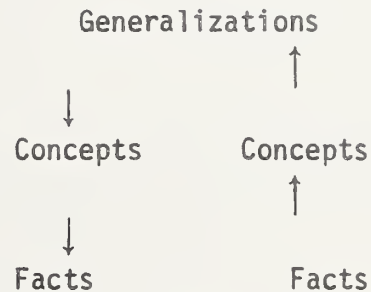
Related

Food Services
Beauty Culture
Fashions and Fabrics

Typing
Record Keeping
Business Foundations
Food Science
Modern Living
Industrial Arts

Note:

As a result of variation in levels of practicality or abstraction in the "concepts" and "generalizations" identified for this course as compared with others, these expressions may appear to be used somewhat differently from course to course. However, it is the intent of the curriculum developers to maintain a consistent interpretation. The diagram below may help to explain the relationship.



Facts are taken to be items of specific information, concepts are categories of information and generalizations express the relationship between concepts.

In planning a lesson, the teacher moves down this hierarchy whereas in learning, the student begins with facts and moves upward.

1. Introduction

The purpose of this study is to investigate the effects of...

The methodology used in this study is...

The results of the study are...

The conclusion of the study is...

The implications of the study are...

The limitations of the study are...

The future research directions are...

The authors would like to thank...

The authors have no conflicts of interest...

The authors are grateful to...

Correspondence: ...

VI. PERSONAL SERVICES

1. Health Services 12



INTRODUCTION

Health Service careers are among the most rapidly expanding areas of career opportunities today. Present health care delivery systems are being expanded and personnel at all levels must be educated to meet present and future needs.

The curriculum, as presented, offers the student the opportunity to explore many health careers at a basic level. This familiarization with health careers hopefully will stimulate an interest in the pursuit of further knowledge.

Students may begin their studies in the Health Services field by taking either Health Services 12 or General Technology 10.

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[The text in this section is extremely faint and illegible. It appears to be a list of items or a table with multiple columns and rows. Some faint words like "Name", "Address", and "City" are visible, suggesting a directory or a list of records.]

Topic I: FIRST AID

Major: Health Services

Generalization A: A knowledge of the principles and practice of emergency first aid is necessary in the nursing field.

Course: 12

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Introduction	1 hr.	The student will: a. identify treatment required in emergencies b. describe basic structure of human anatomy.	Lecture and demonstrations	Charts Manuals Skeleton and anatomical models
2. Resuscitation	4 hrs.	a. demonstrate knowledge of the respiratory system and how accidents and illness affect these normal breathing processes. b. demonstrate the ability to resuscitate a patient by various methods.	Lecture Demonstrations Student research Oral reports	Texts Charts Films Pamphlets Resusci-Anne

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
3. Control of Bleeding	3 hrs.	<p>The student will:</p> <p>a. identify some causes of bleeding and types of bleeding.</p> <p>b. demonstrate some methods to control bleeding</p> <p>c. identify some causes of infection of wounds</p>	<p>Role-playing Discussion Student practice</p>	<p>Texts Films Pamphlets</p>
4. Injuries to Bones and Joints	3 hrs.	<p>a. demonstrate a basic knowledge of the skeletal system by naming the major bone structures.</p> <p>b. describe how to recognize skeletal injuries and describe their treatment.</p> <p>c. demonstrate the ability to stabilize skeletal injuries.</p>	<p>Demonstrations Role-playing Student practice Discussion Improvisation</p>	<p>Texts Films Skeleton Splints Bandages</p>

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
5. Dressings and Bandages	2 hrs.	a. demonstrate the use of dressings, bandages and slings. b. use the appliances in the control of bleeding and stabilization of fractures.	Demonstrations Practice	Dressings Bandages Splints Slings Films Text
6. Transporting the Injured	3 hrs.	a. demonstrate methods of transporting the injured: - without stretcher - improvisations b. demonstrate a knowledge of necessary precautions in transporting the unconscious and those with head and spinal injuries.	Demonstrations Practice Discussion	Stretcher Blankets Boards Poles Film Text

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
7. Common Injuries and Illnesses	3 hrs.	The student will: a. be able to state orally, the emergency treatment of miscellaneous conditions such as: - poisoning - epilepsy - vertigo - foreign body in ear, eye, nose and throat - heat exhaustion - injuries due to heat and cold	Student research and presentation. Demonstrations.	Texts Films Pamphlets Guest lecturers
8. Casualty Care and Emergency Childbirth	3 hrs.	a. demonstrate the ability to administer competent first aid procedures to victims with various injuries and during childbirth. b. know how to observe, record and report injuries.	Lecture Simulated accident	Text Films First aid kit Splints
9. Community Disaster	3 hrs.	a. be able to expand basic first aid knowledge to cope with large scale disasters: e.g. flood, fire, explosion, tornado, nuclear blast, etc.	Lecture Demonstrations Simulated disaster	Films Guest lecturer (Emergency Health Services, Fire Department, Workmen's Compensation Board)

Notes:

Generalization B: There are many occupations within and related to the career field of health services.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Introduction	3 hrs.	The student will: a. demonstrate knowledge concerning the functions and purposes of community health facilities.	Lecture Student reports on visits to facilities.	Organizational charts of various health facilities. Texts Guest lecturers Field trips - health unit - nursing home - auxiliary hospital - senior citizens' lodge Pamphlets
2. Health Careers	3 hrs.	a. identify the roles and responsibilities of members of the health team such as: - doctor - nurse - nursing aide - ward aide - dietary aide - housekeeping aide - physical therapy aide, etc.	Lecture Discussion Reports	Films Texts Pamphlets Guest lecturer

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
3. Nursing Assistant	4 to 5 hrs.	The student will: a. describe the role and duties of a nursing assistant in nursing homes and auxiliary hospitals. b. demonstrate the ability to function as a volunteer in the institutions, e.g. - arrange patient unit - answer call bell - assist with patient mobility - socialize with patients - assist with nourishments	Lecture Demonstrations Student practice Discussion Role-playing Field trips	Texts Films
4. Dietary Aide	4 to 5 hrs.	a. be able to describe the role and duties of a dietary aide in health care institutions. b. familiarize self with signs of good and poor nutrition - Canada's Food Guide - some deficiency diseases - preparation of a day's menu - adaptation of normal diet to aid those with deficiencies	Lecture Demonstration Student practice Field trips	Texts Pamphlets Charts Food models Films

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
5. Housekeeping Aide	3 to 4 hrs.	The student will: a. describe the role and duties of a housekeeping aide in the home and in health care institutions b. assemble cleaning equipment and demonstrate some cleaning techniques - patient unit - isolation unit	Lecture Demonstration Student practice Discussion	Texts Films Pamphlets
6. Physical Therapy Aide	4 to 5 hrs.	a. describe the role and duties of a physical therapy aide in health care institutions. b. identify some conditions requiring therapy.	Lecture Discussion Field trip	Texts Films
7. Activities Aide	4 to 5 hrs.	a. describe the role and duties of an activities aide in health care institutions. b. demonstrate the ability to function as a volunteer in the institution, i.e. - assist patients in activities of daily living - assist patients in a craft - assist staff with preparation of a social activity.	Demonstration Research Field trip	Text Craft materials

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
8. Dental Receptionist	4 to 5 hrs.	The student will: a. describe the role and duties of a dental assistant. b. demonstrate the ability to function in an office - answer telephone - file - clean instruments.	Demonstration Discussion Role-playing Field trip	Text Films
9. Unit Clerk	4 to 5 hrs.	a. describe the role and duties of a unit clerk. b. demonstrate ability to function in a simulated ward situation - answer telephone - handle gifts, mail, messages - direct visitors - practice use of hospital forms.	Demonstration Role-playing Discussion	Texts Forms
10. Medical Secretary	4 to 5 hrs.	a. describe the role and duties of a medical secretary. b. identify specific duties from direct observation in the field.	Demonstration Field trip	Text Forms

Notes:

Generalization C: A knowledge of the principles and practices of basic home nursing is important to help to meet the needs of the community.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Introduction	5 hrs.	The student will: a. identify type of patient suitable for home care. b. recognize types of illness associated with home care patients. c. list equipment required to give satisfactory home care.	Lecture Discussion Charts and lay-outs Improvisation Adaptation of existing facilities. Guest speaker	Text Film - Yellow Leaf
2. Community Health Agencies	5 hrs.	a. differentiate the functions of the various agencies and evaluate their usefulness to the individual - National and Provincial - Local - Voluntary	Guest speaker	Victorian Order of Nurses Home Care Program Public Health Cancer Society
3. Illness in the Home	5 hrs.	a. demonstrate an understanding of the significance of home care and how to organize it. b. list data pertinent to home care - appearance - posture - body mechanics - responsibilities	Field trip Lecture Discussion Demonstration Role-playing	Nursing Home Text

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
<p>4. Patient Care</p> <p>(i.) Not Confined to Bed</p> <p>(ii.) Confined to Bed</p>	<p>10 hrs.</p>	<p>The student will:</p> <p>a. demonstrate a knowledge of the patient's illness and how it influences his activities.</p> <p>b. demonstrate the care given to the sick patient</p> <ul style="list-style-type: none"> - bedmaking - bath - temperature, pulse, respiration - bedpans, urinals - assisting patient to move in and out of bed. 	<p>Lecture Discussion Demonstration Practice Role-playing</p>	<p>Texts Films Tapes Illustrations</p>
<p>5. Common Treatments</p>	<p>10 hrs.</p>	<p>a. demonstrate a knowledge of the treatments commonly used in the treatment of the sick.</p> <p>b. state orally the dangers of improper administration of treatments</p> <ul style="list-style-type: none"> - hot and cold treatments - enema - simple dressing, bandages. 	<p>Lecture Demonstration Practice Reports Role-playing</p>	<p>Texts Film Library references</p>

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
6. Special Needs of Sick	10 hrs.	The student will: <ul style="list-style-type: none"> a. identify the needs of specific patients <ul style="list-style-type: none"> - child - chronically ill - aged. b. list the hazards of the elderly and young in home. c. demonstrate an ability to meet the physical, emotional and social needs of patient. 	Lecture Reports Field trip Role-playing	Texts Film Auxiliary Hospital Nursing Home
7. Adaptation of Home Equipment	10 hrs.	<ul style="list-style-type: none"> a. make simple equipment to be used in the sickroom. b. demonstrate ability to improvise and adapt equipment from articles in home <ul style="list-style-type: none"> - back rest - foot rest - bed cradle - pressure pads 	Demonstration Practice	Text Film

Notes:



VI. PERSONAL SERVICES

2. Health Services 22

INTRODUCTION

Health Services 22 provides basic information and the opportunity to practice skills common to a majority of the health services careers.

REFERENCES

As listed for Health Services 12.

Topic I: HEALTH ARTS

Major: Health Services

Generalization A: A basic knowledge of the human body and health practices is common to all health careers.

Course: 22

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Orientation to Health Care Institutions	3 hrs.	The student will: a. learn the organization, functions and purposes of nursing care institutions.	Prepare organizational charts. List institutions personnel Discuss duties	Texts Brochures Films
2. Health Care Assistant (i.) Role (ii.) Ethics (iii.) Patient	7 hrs.	a. demonstrate her role and duties as a part of nursing team. b. demonstrate proper attitudes towards patients and other personnel. c. discuss the different kinds of patients she may be caring for: - medical - surgical - obstetrical and prenatal - paediatric - psychiatric	List duties Discuss policies, regulations, conduct. Role-playing Examine specific situations Lecture Discussion Field trip	Films Pamphlets Public Health Clinic

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
6. Disease Classification (Continued)		The student will: d. name positions for various physical examinations and basic instruments required.	Practice positioning and draping patient for various examinations. Identify basic equipment for examinations.	
7. Safety	5 hrs.	a. demonstrate the basic rules of safety concerning equipment, emergencies.	Demonstration of operation of equipment. Set up safety displays. Review safety rules. Discuss special rules concerning nursing equipment. Practice good safety measures. Guest speaker.	Texts Films Fire Department
8. Community Health Measures	3 hrs.	a. describe the role of official and voluntary agencies in the fight against disease.	Student reports Discussion of laws governing food, water, chemicals, advertising. Speaker Field trip	Texts City Health Department

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
<p>9. Special Community Problems</p>	<p>7 hrs.</p>	<p>The student will:</p> <p>a. show an understanding of the problems affecting today's society through discussion, written reports and correct answers to test questions:</p> <ul style="list-style-type: none"> - venereal disease - tuberculosis - smoking - alcohol - drugs - mental disorders - psychosomatic problems - aging 	<p>Discussion Films Speaker Reports</p>	<p>Alcohol Associat Public Health Nu Epilepsy Association</p>

Notes:



VI. PERSONAL SERVICES

3. Health Services 32A

INTRODUCTION

Health Services 32A follows 22 in sequence and provides experiences in more depth in the field of health care.

REFERENCES

As listed for Health Services 12.

Topic I: NURSING ARTS

Major: Health Services

Generalization A: A basic knowledge of anatomy and physiology as it relates to nursing care is necessary in providing for patient care and comfort.

Course: 32A

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Role of Nursing Assistant	5 hrs.	The student will: a. demonstrate an understanding of the role of nursing assistant. b. identify different kinds of patients to be cared for: - chronic - convalescent - long term - short term	Discussion Speaker Discussion Field trip Guest speaker	Texts Charts Text Health Care Institutions Film
2. The Patient	5 hrs.	a. demonstrate the ability to communicate effectively with patient, visitors. b. demonstrate ability to handle and read thermometers - locate pulse areas and take pulse and respiration of patient - identify abnormal characteristics of pulse and respiration.	Examine common incidents. Discussion Role-play acceptable behaviour. Practice Demonstration Student practice Discussion	Text Film Thermometers - oral - rectal Blood pressure apparatus Sphygmomanometer Stethoscope

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
2. The Patient (Continued)		The student will: c. make accurate observations and reports regarding patients.	Review human anatomy Prepare observation tests	Charts Skeleton Models
3. Working Environment	15 hrs.	a. demonstrate the basic rules of caring for, cleaning and maintaining supplies. b. demonstrate ability to arrange patient unit for patient comfort and convenience.	Review Discussion Student practice Demonstration Student practice	Text Thermometer Sterilizer Autoclave Chemicals Text Equipment for cleaning, bedmaking.
4. Patient Care and Comfort	50 hrs.	a. demonstrate the ability to look after personal comfort and appearance of patient - bedmaking - patient bathing - general comfort measures - back rub - oral hygiene - bed cradle - hair care - day and night care - admission, transfer, discharge - treatments - hot, cold applications - bandages and binders - enemata, douche - care of dying	Demonstration Discussion Student practice Role-playing Work study	Text Films Film loops Transparencies Related equipment

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
5. Nutritional Needs	15 hrs.	<p>The student will:</p> <ul style="list-style-type: none"> a. demonstrate a knowledge of nutrients, their sources and how body uses them. b. understand the effects of deficiencies of nutrients in diet. c. learn Basic Four Food Groups and practice using them in meal planning. d. identify diets for various health conditions and their necessity. e. demonstrate ability to prepare patient for meals, assist and feed patient. f. identify various methods of serving food in institutions <ul style="list-style-type: none"> - tray - table - food carts <p>Student will demonstrate a knowledge of psychological aspects of food service - likes, dislikes, religion, customs.</p> 	<p>Demonstration Discussion Cooking experiments</p> <p>Discussion</p> <p>Discussion Student practice</p> <p>Student reports</p> <p>Demonstration Student practice</p> <p>Field trip Speaker</p>	<p>Text Film Charts</p> <p>Text Film Food models</p> <p>Text</p> <p>Text Related equipment</p> <p>Health Care Institutions</p>

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
5. Anatomy and Physiology	35 hrs.	<p>The student will:</p> <p>a. demonstrate an understanding of body systems and associated disorders</p> <p>(i.) Integumentary - fever - dehydration</p> <p>(ii.) Excretory - constipation - diarrhea</p> <p>(iii.) Respiratory - dyspnea</p> <p>(iv.) Digestive - irritation - vomiting</p> <p>(v.) Nervous - pain - convulsions</p> <p>(vi.) Circulatory - wounds - infection - bleeding</p> <p>(vii.) Muscular - strains, sprains - fractures</p> <p>(viii.) Endocrine - dwarfism - hyper, hypo thyroidism</p> <p>(ix.) Reproductive - gynecological</p>	<p>Lecture Discussion Demonstration</p>	<p>Text Films Pamphlets Models Skeleton Charts</p>

Notes:

VI. PERSONAL SERVICES

4. Health Services 32B

INTRODUCTION

Health Services 32B deals with the broader aspects of health care including communications, interpersonal problems, ethics, psychological problems and thorough review of anatomy, physiology and patient care.

REFERENCES

As listed for Health Services 12.

Topic I: INSTITUTIONAL SERVICE

Major: Health Services

Generalization A: The health services require people prepared with the skills of communication, a knowledge of the human body and the effects of environment upon it.

Course: 32B

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Introduction	5 hrs.	The student will: a. demonstrate a knowledge of the role and duties in various employment settings (i.) Auxiliary Hospital (ii.) Nursing Home (iii.) Day Care Centre - child - geriatrics (iv.) Home Care	Discussion Field trip	Texts Job description Organizational charts
2. Communications (i.) Ethics (ii.) Interpersonal (iii.) Equipment (iv.) Medical Terminology	5 hrs.	a. demonstrate a knowledge of ethics as related to: - other health personnel - patients - legal aspects - community b. demonstrate an ability to record and deliver messages, use telephone, inter-communication system. c. demonstrate ability in correct use, pronunciation and spelling of medical terminology.	Discussion Demonstration Student practice Guest lecture Discussion Student practice - written - oral	Texts Job description Charts Speakers - A.G.T. Related equipment Texts Medical dictionary Prefixes and suffixes

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
3. Anatomy and Physiology	15 hrs.	<p>The student will:</p> <p>a. describe body parts and functions</p> <p>(i.) Integumentary - skin disorders - aczema</p> <p>(ii.) Excretory - nephritis - uremia</p> <p>(iii.) Respiratory - emphysema</p> <p>(iv.) Digestive - ulcer - hernia</p> <p>(v.) Nervous - shingles - encephalitis</p> <p>(vi.) Circulatory - anemia - thrombosis</p> <p>(vii.) Muscular - muscular dystrophy - multiple sclerosis</p> <p>(viii.) Reproductive - carcinoma</p> <p>(ix.) Endocrine - thyroidism - diabetes</p>	Discussion Student reports	Texts Models Skeletons Films Pamphlets

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
3. Anatomy and Physiology (Continued)		The student will: b. describe common diseases and their treatment.		
4. Growth and Development (i.) Ages and Stages (ii.) Heredity and Environment	10 hrs.	a. describe human growth and development from paediatrics to geriatrics. b. analyze effects of heredity and environment on individual development.	Discussion Student reports Guest lecturer	Texts Films Pamphlets Growth charts
5. Patient Care	70 hrs.	a. identify the social and emotional needs of patients (i.) Psychological - depression, anxiety - hostility, aggression (ii.) Physical - cleanliness, safety devices - lifting, moving, transporting - personal care - fluids and wastes - nutrition - vital signs - heat and cold - rehabilitation - isolation - death	Discussion Field trip Guest speaker	Text: Training Nursing Assistant Films Health Care Institution

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
<p>Patient Care (Continued)</p> <p>Special Patient Care</p> <p>(i.) Medical</p> <p>(ii.) Children</p> <p>(iii.) Geriatrics</p> <p>(iv.) Long-term</p> <p>(v.) Current Rehabilitation Concepts</p>	<p>20 hrs.</p>	<p>The student will:</p> <p>b. identify and demonstrate nursing procedures required for good patient care.</p> <p>a. expand knowledge of patient care to meet specific disease conditions</p>	<p>Discussion Demonstration Student practice Role-playing</p> <p>Discussion Lecture Field trip Student practice</p>	<p>Text Films Related equipment Wall charts</p> <p>Text Health Care Institution Pamphlets Films Film loops</p>

Notes:





